

AMENDED IN SENATE APRIL 19, 2006

SENATE BILL

No. 1526

Introduced by Senator Alarcon

February 23, 2006

An act to *amend Sections 41506 and 52890 of, to add and repeal, Article 7 (commencing with Section 52900) of Chapter 12 of Part 28 of, and to add Chapter 6.7 (commencing with Section 52076) to Part 28 of, the Education Code, relating to academic performance.*

LEGISLATIVE COUNSEL'S DIGEST

SB 1526, as amended, Alarcon. ~~Sustainable School Success Program.~~ *Pupils: academic support program: dropouts.*

(1) *Existing law establishes the pupil retention block grant and provides that the grant includes funding previously apportioned to school districts for purposes of various specified programs, including, among others, dropout prevention and recovery programs, as specified.*

This bill would delete those dropout prevention and recovery programs from the block grant.

(2) Existing law establishes various programs designed to improve the academic achievement of pupils, including, among others, the High School Pupil Success Act, and the Public Schools Accountability Act of 1999, which contains the Immediate Intervention/Underperforming Schools Program and the High Priority Schools Grant Program and requires the Superintendent of Public Instruction to develop an Academic Performance Index (API) to measure the performance of schools.

This bill would establish the ~~Sustainable School Success Comprehensive Pupil Support Program~~. The bill would require the

~~Superintendent of Public Instruction~~ to administer the program, in which schools and school districts may voluntarily participate after participating in a specified planning and application process.

The bill would require that schools participating in the program have a schoolsite council, as specified, which would be required to develop a school plan, with ~~specific~~ *specified* components, for increasing the API of the school and the academic performance of all pupils, with special emphasis on the needs of high-risk pupils. Schools ranked in the 3 lowest deciles of the API and schools in geographically diverse areas of the state would have priority for participation in the program.

The bill would require a participating school to report to the Superintendent, annually, specified information regarding ~~a participating school's~~ *the progress of participating schools* toward achieving specified goals.

The bill would declare the intent of the Legislature that funds provided to school districts pursuant to the pupil retention block grant, as described in (1) above, for hiring outreach specialists and implementing model programs continue to be provided to school districts for those same purposes, as specified.

(3) Existing law authorizes school districts and schools to participate in school-based program coordination whereby a schoolsite council is established at each participating school and develops a school plan that includes, among other things, curricula, instructional strategies and materials responsive to the individual needs and learning styles of each pupil, and the proposed expenditure of funds available through certain categorical programs.

This bill would reauthorize a school district that participates in school-based program coordination to establish an alternative education and work center for school dropouts at a continuation high school or adult school or to contract with a private nonprofit community-based organization to provide the center. The bill would require the center to teach basic academic skills, operate on a clinical, client-centered basis, and provide programs that include specified elements, including, among others, a combination of classroom instruction and on-the-job training and career counseling and placement services.

The bill would require the Superintendent to perform various duties related to the establishment of those centers and programs, including, among others, submitting 2 reports to the Legislature regarding their

effectiveness, as specified, on or before January 1, 2009, and January 1, 2010, respectively. The bill would also require the Superintendent, subject to the appropriation of funds by the Legislature for this purpose, to contract with an independent research organization to conduct an evaluation of those centers by January 1, 2010, and in each year thereafter.

The bill would repeal these provisions on January 1, 2012, and would repeal them as of that date.

(4) The bill would also make conforming changes to related provisions of existing law.

~~The bill would provide that the program may not result in additional costs to the General Fund. The bill would authorize a school district to implement the program when flexibility in the usage and expenditure of categorical funding by school districts and schools exists pursuant to law.~~

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 *SECTION 1. Section 41506 of the Education Code is*
2 *amended to read:*

3 41506. The pupil retention block grant shall include funding
4 previously apportioned to school districts for purposes of the
5 following programs:

6 (a) Supplemental instruction as set forth in Article 1
7 (commencing with Section 53025) of Chapter 16, and Chapter 18
8 (commencing with Section 53091), of Part 28.

9 (b) Continuation high schools as set forth in Section 42243.7.

10 (c) High-Risk Youth Education and Public Safety as set forth
11 in Part 26.95 (commencing with Section 47750).

12 (d) Tenth grade counseling as set forth in Sections 48431.6
13 and 48431.7.

14 (e) Opportunity programs as set forth in Article 1
15 (commencing with Section 48630) and Article 2.3 (commencing
16 with Section 48643) of Chapter 4 of Part 27. The pupil retention
17 block grant shall not include funding apportioned to county
18 offices of education for opportunity schools and programs
19 administered under Sections 48640 and 48641.

~~(f) (1) Dropout prevention and recovery as set forth in Article 6 (commencing with Section 52890) and Article 7 (commencing with Section 52900) of Chapter 12 of Part 28, Article 3 (commencing with Section 54660) and Article 7 (commencing with Section 54720) of Chapter 9 of Part 29, and Chapter 3.5 (commencing with Section 58550) of Part 31. A school district that received funds pursuant to the programs listed in this subdivision in the 2004–05 fiscal year shall utilize funds received pursuant to this article to maintain at least the same number of outreach consultants as described in Section 52890 that were utilized by the school district in the 2004–05 fiscal year.~~

~~(2) A school district shall place consultants in schools that have at least 50 percent of pupils eligible for the federal free and reduced price lunch program and that are eligible for funds under Title I of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).~~

~~(g)~~
(f) Early intervention for school success as set forth in Article 4.5 (commencing with Section 54685) of Chapter 9 of Part 29.

~~(h)~~
(g) An at-risk youth program operated by the Los Angeles Unified School District that is funded pursuant to Item 6110-280-0001 of Section 2.0 of the annual Budget Act.

~~SECTION 1.~~

SEC. 2. Chapter 6.7 (commencing with Section 52076) is added to Part 28 of the Education Code, to read:

CHAPTER 6.7. ~~SUSTAINABLE SCHOOL SUCCESS~~ COMPREHENSIVE PUPIL SUPPORT PROGRAM

52076. (a) The Legislature finds and declares all of the following:

(1) The state loses billions of dollars in revenue each year because high school dropouts are not prepared to join the workforce, leading to higher rates of unemployment and underemployment. In an American Economic Review journal published in 2004, Dr. Russell Rumberger of the University of California at Santa Barbara calculated that the high school dropouts in the state during a single year cost the state \$14 billion in lost wages.

(2) *The Harvard University Civil Rights Project report of 2005 also notes that current educational policies, such as high stakes tests for pupils and test-driven accountability for schools, appear to create unintended consequences.*

(1)

(3) *Pupils in low-performing schools are disproportionately from low-income households and are much more likely to be African-American, Latino, or English language learners than are pupils in higher achieving schools. In addition, pupils in low-performing schools are much less likely to be taught by fully qualified teachers than are pupils in higher achieving schools.*

(4) *The Harvard University Civil Rights Project report of 2005 revealed that high school graduation rates in the state are much worse than the rates reported by the state, and are alarmingly low for African-American and Latino pupils. The overall high school graduation rate in the state is approximately 71 percent, which is 16 percent lower than the official state-reported rate of 87 percent. The graduation rate for African-American and Latino pupils is lower, with a rate of 60 percent for Latino pupils and a rate of 57 percent for African-American pupils. The report states that large urban school districts in the state have become “dropout factories.” The economic and social impacts of this dropout crisis are too numerous to be ignored.*

(5) *The research data of the Urban Research Institute outlined in a publication entitled “Who Graduates in California,” published in March 2005, shows that the largest school districts in the state have some of the worst high school graduation rates. Specifically, six of the largest 10 school districts in the state graduate less than half of their Latino pupils, including Los Angeles, San Diego, Fresno, Oakland, Sacramento, and San Bernardino.*

(6) *The Harvard University Civil Rights Project report of 2005, in addition to reports of other state and national studies, reports that decentralized policies do little to ensure stronger instructional policies on the scale that is needed and that externally developed and validated programs usually yield better results than locally developed programs. While the effects of concentrated poverty both in schools and neighborhoods is a central educational problem that lowers achievement, reformed*

1 *instructional and pupil support practices yield results if they are*
2 *applied consistently.*

3 *(7) The motivation and maintenance (M&M) programs that*
4 *were implemented in 365 elementary and secondary schools*
5 *pursuant to Senate Bill 65 of the 1985–86 Regular Session*
6 *(Chapter 1431 of the Statutes of 1985) have been consistently*
7 *effective in reducing the number of dropouts, increasing high*
8 *school graduation rates, and improving achievement levels for*
9 *all groups of pupils in the most challenged schools in the state.*

10 *(8) The schools that have implemented programs pursuant to*
11 *Chapter 1431 of the Statutes of 1985 have the following*
12 *characteristics:*

13 *(A) A majority of the pupils are classified as either Title I or*
14 *English language learners, including a number of Hispanic*
15 *pupils that is approximately 1.6 times greater than the state*
16 *average. The ethnic composition of the pupils served by those*
17 *programs is 69 percent Hispanic, 12 percent white, 9 percent*
18 *African American, and 6 percent Asian.*

19 *(B) Pupils are at a greater economic disadvantage as*
20 *compared to other pupils in the state. Approximately 21 percent,*
21 *or greater than one-fifth, of the pupils who participate in those*
22 *programs come from families eligible to receive CalWORKs.*

23 *(C) Have a higher percentage of partially credentialed*
24 *teachers with little or no teaching experience. During the*
25 *2000–01 school year, for example, 11 percent of teachers in*
26 *these schools were in their first year of teaching, which is*
27 *approximately one and one-half times greater than the reported*
28 *state wide average of 8 percent. Fifteen percent of the teachers in*
29 *these schools hold emergency credentials, and more than 25*
30 *percent of the teachers do not have a clear credential. Those*
31 *percentages are one and one-half times greater than the*
32 *statewide averages.*

33 *(D) Although these schools generally score in the bottom two*
34 *deciles of the Academic Performance Index (API), they are more*
35 *likely to meet their API targets and show academic growth in all*
36 *subgroups than the average school. More than one-half of these*
37 *schools are elementary schools. Forty-eight percent of the pupils*
38 *in these schools are in kindergarten or grades 1 to 5, inclusive,*
39 *25 percent are enrolled in grades 6 to 8, inclusive, and 27*
40 *percent are enrolled in grades 9 to 12, inclusive.*

1 (E) A large number of pupils who are English language
2 learners come from homes where Spanish is the primary
3 language spoken.

4 (9) M&M programs operated pursuant to Chapter 1431 of the
5 Statutes of 1985 have been successfully implemented in 365
6 elementary and secondary schools in 66 school districts
7 throughout the state. These schools make up less than 4 percent
8 of the total number of elementary and secondary schools in the
9 state. Over the last 18 years, M&M programs have refined
10 strategies that remove barriers to learning, prevented pupils
11 from dropping out of schools, and assisted their academic
12 success in school.

13 (10) Studies conducted and published by the California
14 Dropout Prevention Network and by private research
15 organizations including Science Research Associates, Ceres
16 Policy Research, and Consumer Perspectives, Inc. report all of
17 the following:

18 (A) Schools with M&M programs outperform any
19 improvement in graduation rates in their school districts by a 13
20 percent margin.

21 (B) Schools with M&M programs have an API growth rate
22 that is 12 percent higher than the overall rate for their school
23 districts.

24 (C) Twenty percent of high schools with M&M programs
25 made it into the top 50 California schools recognized for
26 exceptional API growth.

27 (D) Eighty-two percent of schools with M&M programs in
28 California met or exceeded their API target in 2003.

29 (E) Schools with M&M programs exceeded the statewide rate
30 for meeting their API targets by a 5 percent margin.

31 (F) As a group, schools with M&M programs meet or beat
32 their district's average for meeting their API target.

33 (G) Seventy-five percent of high schools with M&M programs
34 met or exceeded their API target in 2003.

35 (H) High schools with M&M programs grew an average of 25
36 API points per school last year.

37 (I) Schools with M&M programs outperform Immediate
38 Intervention Under Performing Schools Program schools in API
39 improvement.

1 (J) Schools with M&M programs score significantly higher on
2 English language arts participation and math participation.

3 (K) Although the proficiency rates in English language arts
4 and math for schools with M&M programs are slightly lower
5 than those of other schools in their school districts, the
6 participation rates of schools with M&M programs are higher.

7 (L) Schools with M&M programs perform better than other
8 schools on improvements in API scores and graduation rates, as
9 corroborated by both district and single school analyses.

10 (M) The number of suspensions in schools with M&M
11 programs has been reduced by an average of 13 per school since
12 2001.

13 (N) The number of expulsions in schools with M&M programs
14 has been reduced by an average of 0.7 per school since 2001.

15 (O) Schools with M&M programs have demonstrated a
16 significantly slower expulsion growth rate than the average
17 school in the state from 2001 to 2003, inclusive.

18 (P) The average number of expulsions per school with an
19 M&M program was two during the 2003–04 school year.

20 (Q) The average attendance of pupils in schools with M&M
21 programs is greater than 95 percent.

22 (R) Dropout rates for high schools with M&M programs are
23 less than half the rates for other high schools in the state.

24 (S) Elementary schools with M&M programs routinely
25 outperform the other schools in their school districts in
26 attendance.

27 (T) Attendance in schools with M&M programs has increased
28 by an average of 1.16 percent since 2001.

29 (U) In terms of high school attrition, high schools with M&M
30 programs have better overall retention rates than other high
31 schools in the state.

32 (11) An M&M program provides for an outreach specialist
33 who ensures that outside community resources flow into the
34 school so that the capacity of the school to respond to pupil
35 needs is increased. Schools with M&M programs in the state
36 raised an average of one hundred eighty-three thousand seven
37 hundred sixty-three dollars (\$183,763) per school for the support
38 of pupils, parents, and teachers during the 2003–04 school year.

39 (b) It is, therefore, the intent of the Legislature to address
40 these concerns by enacting legislation to reenact the major

1 *provisions of Chapter 1431 of the Statutes of 1985 in order to*
2 *continue to support schools that have implemented programs*
3 *pursuant to that statute, encourage the development of model*
4 *programs, and to serve as pilot project schools for low-*
5 *performing schools in the state. It is also the intent of the*
6 *Legislature to allow the number of schools that benefit from the*
7 *program design principles of school-based comprehensive pupil*
8 *support, parent and community participation, school-based*
9 *planning and research-based practices to grow to the scale*
10 *needed. These proven strategies are key to the ability of*
11 *California to address the crisis of high dropout rates and low*
12 *performance of poor and minority pupils.*

13 ~~(2) A recent study by the California Research Bureau of the~~
14 ~~California State Library reported an overall attrition rate of 31.2~~
15 ~~percent between 9th grade and graduation for pupils in the class~~
16 ~~of 2001. The study also reported that the attrition rate for Latinos~~
17 ~~and African-American pupils in the class of 2001 was over 43~~
18 ~~percent.~~

19 ~~(3) A 2004 study by the California Research Bureau found that~~
20 ~~in southern California and in the Central Valley, 21 percent of~~
21 ~~California youth aged 16 to 19 years and people aged 20 to 24~~
22 ~~years who do not have a high school diploma are not in school~~
23 ~~and are also not in the workforce.~~

24 ~~(4) Numerous state and federal categorical programs have~~
25 ~~been developed and implemented to assist these pupils, but not~~
26 ~~all of these programs have provided evidence of improved pupil~~
27 ~~outcomes in terms of sustained achievement, higher graduation~~
28 ~~rates, and other indicators of pupil success.~~

29 ~~(5) State and federal laws and programs frequently overlap~~
30 ~~and create multiple separate reports, individual evaluations, and~~
31 ~~compliance requirements without improving pupil outcomes.~~

32 ~~(b) It is, therefore, the intent of the Legislature to address these~~
33 ~~concerns by enacting legislation to establish the Sustainable~~
34 ~~School Success Program in order to improve pupil outcomes in~~
35 ~~terms of sustained achievement, higher graduation rates, and~~
36 ~~other indicators of pupil success by giving greater local control~~
37 ~~of existing categorical funds on a school-by-school basis.~~

38 52076.1. For purposes of this chapter, the following
39 definitions apply:

1 (a) “Fully qualified teacher” means a teacher who holds a clear
2 credential appropriate to the grade level and subject matter that
3 the teacher is assigned to teach, and if English language learners
4 are assigned to that teacher’s classroom, the teacher possesses a
5 BCLAD or CLAD certification.

6 (b) “*Outreach specialist*” means a person who is
7 knowledgeable of federal and state categorical programs, school
8 support programs, and community support agencies and
9 resources, who is capable of coordinating these systems and
10 implementing a variety of support strategies to address the needs
11 of high-risk, low-achieving pupils, including English language
12 learners, and who currently holds a dropout prevention specialist
13 certificate from the California State University or is enrolled in
14 that certificate program within 90 days of the date of employment
15 as an outreach specialist in a participating school.

16 (c) “*Comprehensive pupil support*” means the ability of
17 schools to provide high quality curriculum and pupil support
18 programs that will support excellent instruction with and
19 understanding and appreciation of healthy child development
20 principles. The aims of the program will include a schoolwide
21 plan to keep all pupils in school, increase student academic
22 achievement, reduce truancy and absenteeism, provide a safe
23 and positive environment and reduce pupil dropout rates.

24 (d) “*Dropout rate*” means the percentage of pupils who stop
25 attending school prior to graduation from high school
26 determined by applying the definition of dropout rate adopted by
27 the National Center for Education Statistics of the United States
28 Department of Education to the actual attendance of pupils
29 reported by schools.

30 (e) “*High-risk pupils*” means pupils who are frequently absent
31 from school, truant, or tardy, or who have the potential to
32 dropout from school for, among other factors, pregnancy or
33 marriage, economic necessity, inability to relate effectively in
34 their school environment, negative experiences, lack of academic
35 success, disciplinary problems, low self-esteem, emotional or
36 physical problems, or feelings of alienation.

37 (f) “*Early identification and early intervention*” refers to
38 school programs that have an immediate discovery procedure for
39 pupils experiencing difficulty and have instituted an intervention
40 process to provide support to address those problems.

1 (g) “Resiliency” refers to those research-based,
2 strength-creating strategies that assist pupils to resist and
3 recover from family, community, or school-related problems.

4 ~~(b) “Outreach specialist” means a person who has expertise in~~
5 ~~federal and state categorical programs, and strategies to address~~
6 ~~the needs of low-achieving pupils, including English language~~
7 ~~learners, and excellent communication and consensus-building~~
8 ~~skills, and who is enrolled in the outreach specialist certificate~~
9 ~~program offered by the California State University within 90~~
10 ~~days of the date of employment as an outreach specialist in a~~
11 ~~participating school.~~

12 (e)

13 (h) “School success” means the sum of individual pupil
14 success at an individual schoolsite, as measured by multiple
15 criteria, including, but not limited to, all of the following:

16 (1) Longitudinal individual pupil achievement data, including
17 scores administered pursuant to the Standardized Testing and
18 Reporting (STAR) Program set forth in Article 4 (commencing
19 with Section 60640) of Chapter 5 of Part 33, and primary
20 language assessment, where applicable, as long as the pupil is in
21 the school district.

22 (2) Attendance, retention, and graduation rates.

23 (3) Suspension and expulsion rates.

24 52076.2. (a) ~~The Sustainable School Success Comprehensive~~
25 ~~Pupil Support~~ Program is hereby established within the
26 department, and shall be administered by the Superintendent.

27 (b) The program shall include the following core elements and
28 shall do all of the following:

29 (1) Allow school districts and schools to voluntarily
30 participate in the program.

31 (2) Empower individual local communities by giving them
32 unprecedented flexibility to use categorical funds to
33 comprehensively address the needs of all pupils and to integrate
34 state and federal programs and requirements into a single school
35 plan for continuous improvement.

36 (3) Comprehensively define school success and adopt
37 strategies to measure and document individual pupil longitudinal
38 progress.

1 (4) Document efforts by school boards and senior
2 administrators to recruit and assign fully qualified teachers to
3 participating schools.

4 (5) Provide new pupil and teacher support systems, including,
5 among others, employment facilitators or outreach specialists, to
6 reach out to parents and to the community and to assist schools in
7 the planning and implementation of teacher and pupil support
8 programs.

9 (6) Provide for ongoing evaluation of program outcomes and a
10 mechanism to reward successful schools.

11 (c) Schools ranked in deciles 1 to 3, inclusive, on the most
12 recent Academic Performance Index (API), as defined in Section
13 52052, shall have priority for participation in the program. The
14 Superintendent shall also give priority, in the selection of schools
15 for participation in the program, to schools of all grade levels in
16 geographically diverse areas of the state, with preference to
17 clusters of schools that allow pupil progress to be sustained and
18 documented during the pupils' entire school experience.

19 52076.3. (a) This chapter shall apply only to school districts
20 and to schools that elect to participate in the program pursuant to
21 this chapter.

22 (b) A school district may, on behalf of one or more schools
23 within the district that elect to participate in the program, apply
24 to the Superintendent for participation in the program.

25 (c) No school may operate a program pursuant to this chapter
26 unless both of the following have been done:

27 (1) The school district in which the school is located has
28 submitted an application to operate the program to, and has
29 received the approval to operate the program from, the
30 Superintendent.

31 (2) The governing board of the school district has approved a
32 newly developed schoolwide improvement plan as described in
33 subdivision (a) of Section 52076.4, or a revision of the
34 previously approved schoolwide improvement plan as described
35 in subdivision (c) of Section 52076.7, and this plan is retained at
36 the schoolsite.

37 (d) *These plans shall be available to the public pursuant to the*
38 *provisions of the California Public Records Act, Chapter 3.5*
39 *(commencing with Section 6250) of Division 7 of Title 1 of the*
40 *Government Code.*

1 52076.4. (a) Prior to applying for participation in the
2 program, a school district shall ~~engage in a program planning~~
3 ~~period of up to a year. As part of this planning process, a school~~
4 ~~district shall~~ review the requirements for federal categorical aid
5 programs and shall develop a schoolwide improvement plan in
6 conformance with these requirements and with the program
7 design principles in this chapter. A school district shall
8 incorporate into the schoolwide improvement plan as many of the
9 components of the Comprehensive School Reform Program of
10 the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec.
11 6301 et seq.) as practical.

12 (b) The application of a school district for participation in the
13 program shall state the commitment of the school district to
14 recruit and to employ fully qualified teachers in each
15 participating school in the district. ~~Up to 5 percent of the funds~~
16 ~~apportioned to a school for the program may be used for salary~~
17 ~~incentives or other incentives to attract and retain fully qualified~~
18 ~~teachers in participating schools.~~

19 52076.5. The governing board of each school district
20 participating in the program shall do all of the following:

21 (a) Ensure that the principal of each school in the school
22 district receives information covering the program, as described
23 in this chapter, and provides that information to teachers, other
24 school personnel, parents, and, in secondary schools, pupils.

25 (b) Adopt policies to ensure that, prior to a school beginning to
26 develop a plan pursuant to Section 52076.4, a schoolsite council,
27 as described in Section 52076.6, is established at the schoolsite to
28 consider whether or not the school will apply to participate in a
29 school-based program. The governing board shall ensure that all
30 interested persons, including, but not limited to, the principal,
31 teachers, other school personnel, parents, and, in secondary
32 schools, pupils, have an opportunity to meet in public to establish
33 the schoolsite council.

34 52076.6. (a) Except as specified in subdivision (e), each
35 school that elects to participate in the program shall have a
36 schoolsite council which shall be composed of the principal and
37 representatives of all of the following:

38 (1) Teachers, who shall be selected by teachers at the school.

39 (2) Other school personnel, who shall be selected by other
40 school personnel at the school.

1 (3) Parents of pupils attending the school, who shall be
2 selected by the parents of pupils attending the school.

3 (4) In secondary schools, pupils, who shall be selected by
4 pupils attending the school.

5 (b) Each school is encouraged to include representatives of the
6 business community as members of the schoolsite council. These
7 representatives shall be selected by parents.

8 (c) (1) At the elementary level, the schoolsite council shall be
9 constituted to ensure parity between both of the following:

10 (A) The principal, classroom teachers, and other school
11 personnel.

12 (B) Parents and, if applicable, other community members
13 selected by parents.

14 (2) At the secondary level, the schoolsite council shall be
15 constituted to ensure parity between both of the following:

16 (A) The principal, classroom teachers, and other school
17 personnel.

18 (B) Equal numbers of parents, other community members
19 selected by parents, and pupils.

20 (3) Middle schools may choose either the elementary or
21 secondary model for configuring the schoolsite council.

22 (d) At both the elementary, middle school, and secondary
23 levels, classroom teachers shall comprise the majority of persons
24 represented under subparagraph (A) of paragraph (1) of
25 subdivision (c) and under subparagraph (A) of paragraph (2) of
26 subdivision (c), as applicable.

27 (e) If the school does not have a schoolsite council, an existing
28 schoolwide advisory group or school leadership group may be
29 utilized as the schoolsite council if the group conforms to the
30 requirements of this section.

31 52076.7. (a) For school-based programs pursuant to this
32 chapter, the schoolsite council required pursuant to Section
33 52076.6 shall develop a school plan for increasing the Academic
34 Performance Index (API) of the school and the academic
35 performance of all pupils in the school, with special emphasis on
36 the needs of high-risk pupils.

37 (b) The school plan described in subdivision (a) shall include,
38 but need not be limited to, all of the following:

39 (1) The selection of multiple measures of school success,
40 including, but not limited to, all of the following:

1 (A) Scores on tests administered pursuant to the Standardized
2 Testing and Reporting (STAR) Program set forth in Article 4
3 (commencing with Section 60640) of Chapter 5 of Part 33.

4 (B) Primary language assessment, where appropriate.

5 (C) Attendance.

6 (D) Grade completion.

7 (E) Graduation rates.

8 (2) Documentation of longitudinal progress of individual
9 pupils.

10 (3) A staff development program for administrators, teachers,
11 outreach specialists, other school personnel, paraprofessionals,
12 and volunteers, including those participating in special programs.

13 (4) Provisions for participation in the peer group technical
14 support, new applicant school training, schoolwide program
15 development, and staff development activities organized and
16 provided by the network organization of schools implementing
17 the program.

18 (5) (A) Provisions for the utilization of a pupil success team
19 process that meets weekly, on average, to identify and assess the
20 needs of *high-risk* pupils who are failing, *experiencing academic,*
21 *behavioral, or attendance problems,* or ~~who~~ are candidates for
22 retention at their grade level, dropouts, or potential dropouts, and
23 ~~provisions~~ to develop programs to meet the needs of those pupils.

24 (B) *Provisions requiring the pupil success team to develop a*
25 *plan to meet the needs of these pupils and to conduct a followup*
26 *meeting to determine the effectiveness of that plan.*

27 (C) *Each pupil success team shall include all of the following*
28 *participants:*

29 (i) *A pupil identified by school staff or parents or guardians as*
30 *potential dropouts or at highest risk of failure at the school, as*
31 *appropriate.*

32 (ii) *The parents, or guardians, or other responsible adults*
33 *providing care for the pupil.*

34 (iii) *At least one of the current teachers of the pupil, or in the*
35 *case of a pupil who is no longer enrolled in school, a former*
36 *teacher or one who would have provided instruction if the pupil*
37 *was currently enrolled in school.*

38 (iv) *The school principal or the designee of the principal.*

39 (v) *Other appropriate school resource or support personnel,*
40 *specialists, or community resource personnel.*

(6) Notwithstanding any other provision of law or regulation, when the enrollment of a school includes English language learners, the school plan shall include instructional strategies for those pupils, which strategies shall be research-based and draw on successful models and practices. The instruction, curricula, assessments, and program design shall take into account how pupils best learn in their first and in their second languages.

(7) A duty statement describing the specific duties of the outreach specialist and limiting the ~~outreach specialist's duties~~ *duties of the outreach specialist* to ~~only~~ activities that benefit high-risk pupils: *in accordance with Section 52890.*

(8) *Provision for a coordination of services team (COST) that will meet at a minimum of once per month while school is in session to provide early identification and early intervention and implement a course of action to provide immediate relief to pupils with any need that will impede the academic success of the pupil in school.*

~~(8)~~

(9) Procedures for a team or school committee to coordinate services from federal and state funding sources at the school level to assist pupils to participate successfully in the core academic curricula and in specialized curricula related to jobs and career opportunities.

(10) *Procedures to solicit support from local, county and state agencies, in addition to private groups, to provide a comprehensive pupil support system at the school for those pupils who are experiencing academic difficulty in addition to problems relating to poverty, limited ability to speak English, and racially segregated neighborhoods.*

~~(9)~~

(11) Instructional and auxiliary services to meet the special needs of pupils identified as being at high risk of not succeeding in the regular school program or of dropping out of school, of educationally disadvantaged pupils, of gifted and talented pupils, and of pupils with exceptional needs.

~~(10)~~

(12) Provisions for early identification and intervention to address problems interfering with the pupil's school success, including, but not limited to, the assessment of pupils in order to

1 identify, and to commence remediation of, developmental or
2 other learning difficulties.

3 ~~(11)~~

4 ~~(13)~~ An emphasis on literacy, state grade level standards, and
5 basic skills development.

6 ~~(12)~~

7 ~~(14)~~ An emphasis on curriculum content and teaching
8 strategies that are relevant to English language learners.

9 ~~(13)~~

10 ~~(15)~~ A plan that integrates and coordinates the skills and
11 talents of outreach specialists.

12 ~~(14)~~

13 ~~(16)~~ Other activities, *including schoolwide attendance and*
14 *discipline standards and policies*, and objectives established by
15 the schoolsite council.

16 ~~(15)~~

17 ~~(17)~~ The proposed expenditure of funds available to the school
18 from all allowable funds.

19 (c) The schoolsite council shall annually review the school
20 plan, establish a new budget, and, if necessary, make other
21 modifications in the plan to reflect changing needs and priorities.

22 (d) The plan required by subdivision (a) shall be available to
23 the Superintendent upon request and shall be made available to
24 the public on a reasonable basis pursuant to the provisions of the
25 California Public Records Act (Chapter 3.5 (commencing with
26 Section 6250) of Division 7 of Title 1 of the Government Code).

27 52076.8. The Superintendent shall do all of the following:

28 (a) Assist school districts and schools, upon request, in
29 designing, implementing, or evaluating school plans described in
30 Section 52076.7.

31 (b) Conduct program quality and fiscal reviews to do all of the
32 following:

33 (1) Ensure that funds allocated according to school plans and
34 budgets pursuant to this chapter are expended for the purposes
35 intended.

36 (2) Provide information helpful to schools in improving their
37 programs, including dissemination of successful practices in
38 other schools.

(3) Provide information and technical assistance directly or with the assistance of field personnel as described in subdivision (e).

(c) Provide for grants to participating schools for development of, and dissemination to other schools, model programs, instructional strategies, and effective practices for working with high-risk pupils and increasing the pupil retention of schools and school dropout recovery programs. Grant applications shall include plans for staff development, training and for the certification of outreach specialists.

~~(e) Establish an information dissemination repository, including, but not limited to, model programs, instructional strategies, and effective practices for working with high-risk pupils and increasing the pupil retention of schools and school dropout recovery programs. This repository shall be made available to school districts.~~

(d) Provide schools eligible to apply for grants under the High Priority Schools Grant Program (Article 3.5 (commencing with Section 52055.600) of Chapter 6.1) with all of the following information with respect to that program:

(1) Program elements for dropout prevention and pupil support strategies.

(2) Model programs and instructional strategies for high-risk pupils.

(3) Effective practices for increasing pupil retention and dropout recovery programs.

(4) Eligibility requirements and application procedures.

(e) The Superintendent shall utilize the services of field personnel with expertise with respect to, and knowledge of, successful pupil motivation and maintenance programs in order to assist the Superintendent in carrying out the activities described in this section.

52076.9. (a) Each participating school shall submit pupil achievement and performance data to the Superintendent, on an annual basis, as part of the school's school plan review pursuant to subdivision (c) of Section 52076.7, as described in paragraph (1) of subdivision (b) of Section 52076.7.

(b) Subject to the appropriation of funds by the Legislature for this purpose, the Superintendent shall contract with a third party

1 for an evaluation of the effectiveness of the program by the year
2 2010 and every year thereafter.

3 *52076.10. It is the intent of the Legislature that funds*
4 *provided to school districts pursuant to subdivision (f) of Section*
5 *41506 for purposes of hiring outreach specialists and*
6 *implementing model programs continue to be provided to school*
7 *districts for those same purposes in accordance with the*
8 *provisions of this chapter.*

9 *52076.11. Commencing with the 2007–08 fiscal year, the*
10 *amount of funding a school district receives pursuant to this*
11 *chapter shall be adjusted for inflation by the amount calculated*
12 *pursuant to Section 42238.1 and for growth as measured by the*
13 *regular average daily attendance used to calculate the second*
14 *principal apportionment for kindergarten and grades 1 to 12,*
15 *inclusive.*

16 ~~52076.10. The program established pursuant to this chapter~~
17 ~~may not result in additional costs to the General Fund. The~~
18 ~~program may be implemented when sufficient flexibility in the~~
19 ~~usage and expenditure of categorical funding by school districts~~
20 ~~and schools exists pursuant to law.~~

21 *SEC. 3. Section 52890 of the Education Code is amended to*
22 *read:*

23 *52890. Each school district and school that submits a*
24 *school-based-motivation-and-maintenance comprehensive pupil*
25 *support program plan pursuant to Article 7 Chapter 6.7*
26 *(commencing with Section 54720) of Chapter 9 52076) of Part*
27 *29, as that article read on January 1, 2004 28, shall include in the*
28 *plan a description of the manner in which it will utilize outreach*
29 *consultants specialists. For purposes of this article, each outreach*
30 *consultant specialist, at a minimum, shall do all of the following:*

31 (a) Possess a Dropout Prevention Specialist Certificate from a
32 California State University, or enroll in a Dropout Prevention
33 Specialist Certificate program within 90 days of the date of hire,
34 except that outreach consultants employed on or before January
35 1, 2004, are exempt from this requirement.

36 (b) Demonstrate knowledge of local alternative educational
37 programs and employ those programs to respond to the
38 differential needs and unique learning styles of pupils.

1 (c) Demonstrate knowledge of local community agencies and
2 community programs to recruit those agencies and programs to
3 assist in the physical or psychological remediation of pupils.

4 (d) Utilize local school programs, options, and opportunities to
5 assist pupils in locating, securing, or retaining employment.

6 (e) Utilize techniques that enhance interpersonal
7 communication, self-understanding, self-disclosure, and
8 depth-level sharing.

9 (f) Employ appropriate methods to create circumstances
10 necessary so that change is permitted and encouraged in
11 individuals, programs, and institutions.

12 (g) Be responsible for supervising, instructing, conducting
13 negotiations with, and advising pupils and adults.

14 *SEC. 4. Article 7 (commencing with Section 52900) is added*
15 *to Chapter 12 of Part 28 of the Education Code, to read:*

16
17 *Article 7. Alternative Education and Work Centers for*
18 *Dropouts*

19
20 *52900. A school district participating in a program*
21 *established pursuant to this chapter may also establish an*
22 *alternative education and work center for school dropouts. An*
23 *alternative education and work center may be established at a*
24 *continuation high school or adult school, or the district may*
25 *contract with a private nonprofit community-based organization*
26 *to provide the center. An alternative education and work center*
27 *shall do all of the following:*

28 (a) *Teach basic academic skills, with emphasis on the*
29 *improvement of pupil motivation for achievement in order to*
30 *obtain employment or return to the regular high school.*

31 (b) *Operate on a clinical, client-centered basis, including, but*
32 *not limited to, the following:*

33 (1) *Diagnosis of educational abilities.*

34 (2) *Determination and setting of individual goals.*

35 (3) *Prescribing and providing individual courses of*
36 *instruction.*

37 (4) *Evaluating each pupil's progress in his or her educational*
38 *program.*

39 (c) *Provide programs to include, but not be limited to, all of*
40 *the following:*

1 (1) *A combination of classroom instruction and on-the-job*
2 *training.*

3 (2) *Instruction in practical work values and specific*
4 *vocational skills that reflect labor market demand.*

5 (3) *A strong partnership with labor, business, and industry.*

6 (4) *Career counseling and placement services.*

7 52901. *Programs established under this article shall, to the*
8 *maximum extent feasible, do all of the following:*

9 (a) *Utilize the resources and expertise of community-based*
10 *organizations that deal with youth and young adults.*

11 (b) *Obtain the active involvement of parents, whenever*
12 *appropriate, in programs and services for dropouts.*

13 52902. *The Superintendent shall do all of the following:*

14 (a) *Disseminate information regarding the demonstration*
15 *programs established pursuant to this chapter, to school*
16 *districts.*

17 (b) *Monitor the quality and effectiveness of the centers and*
18 *programs established pursuant to this article in accordance with*
19 *Section 52886.*

20 (c) *Submit two reports to the Legislature regarding the*
21 *effectiveness of the centers and programs established pursuant to*
22 *this article. The initial report to the Legislature shall be*
23 *submitted on or before January 1, 2009, and the second report to*
24 *the Legislature shall be submitted on or before January 1, 2010.*
25 *The reports shall include, but not be limited to, all of the*
26 *following information:*

27 (1) *The reduction in truancy and dropout rates.*

28 (2) *The number of school dropouts who return to school or*
29 *alternative education and work centers.*

30 (3) *The number of youths who obtain employment as a result*
31 *of training received in programs established pursuant to this*
32 *chapter.*

33 (4) *The extent to which the programs have been replicated in*
34 *other schools throughout the state.*

35 (d) *Subject to the appropriation of funds by the Legislature for*
36 *this purpose, contract with a third party for an evaluation of the*
37 *effectiveness of the centers and programs by January 1, 2010,*
38 *and in each year thereafter.*

39 52903. *A school district that intends to establish an*
40 *alternative education and work center pursuant to Section 52900*

1 shall be eligible to receive funds for the employment of an
2 outreach specialist and for a model program grant of up to six
3 thousand dollars (\$6,000). These funds shall be used to develop
4 a program that meets the requirements of Section 52900
5 including, but not limited to, the following:

6 (a) Provisions for outreach activities and the recruitment of
7 school dropouts into the program.

8 (b) A plan that integrates and coordinates the skills and
9 talents of the outreach specialist required under Section 52890.

10 (c) A plan for the establishment of an Alternative Education
11 and Work Center pursuant to Section 52900.

12 52904. This article shall remain in effect until January 1,
13 2012, and as of that date is repealed, unless a later enacted
14 statute, which is chaptered on or before January 1, 2012, deletes
15 or extends that date.